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ABSTRACT

The Florida Beginning Teacher Program was evaluated in 1985-86 to determine its impact on teacher performance and to study problem areas identified in the 1984-85 evaluation. A sample of 43 beginning teachers and their support team members (a peer teacher, a building-level administrator, and one or more professional educators) completed surveys. Data on teacher performance were obtained from the Teacher Assessment and Development System (TADS) Classroom Assessment Instrument Post-Observation Report and by interviewing program staff and examining the School Registration/Updating Forms and Profile Sheets. Results showed improvement in issues raised in the 1984-85 evaluation. Most beginning teachers improved in the assessment areas, with the largest improvement reported in: (1) preparation and planning; (2) classroom management; (3) techniques of instruction; and (4) assessment techniques. Results also indicated, however, that beginning teachers in special subject areas (e.g., guidance) felt the training was not relevant to them. Numerous respondents indicated the orientation and training materials were out of date. Appendices include the list of the program's 34 generic teaching competencies with TADS referents, and the survey forms for beginning teachers, peer teachers, building-level administrators, and other professional educators. (MGD)

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EVALUATION OF THE 1985-86 BEGINNING TEACHER PROGRAM

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AUGUST 1986

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EVALUATION OF THE
1985-86 BEGINNING TEACHER PROGRAM

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EXECUTIVE SUMMARY

The 1985-86 school year marked the fourth year of the Beginning Teacher Program (BTP) within the Dade County Public Schools. One of the requirements for regular teacher certification in the State of Florida is completion of the BTP, which certifies that a beginning teacher (BT) has successfully demonstrated each of thirty-four generic teaching competencies. These competencies can be classified within the general categories of communications skills, administrative skills, and interpersonal skills. The program facilitates the beginning teacher's attainment of these competencies by providing supervised support for one full school year. Details of the program's operational requirements and the nature of its services appear in State Board rule 6A-5.75. This rule specifies that support is provided for one full school year by a support team which consists minimally of a building-level administrator (BLA), a peer teacher (PT), and one other professional educator (OPE).

Between August, 1985 and March 30, 1986, approximately 1,317 teachers participated in the BTP. Of these, 196 carryovers from 1984-85 completed the program between August, 1985 and March 30, 1986; 134 BTs satisfied the exception criteria for previous teaching experience. As of March 30, 1986, a total of 980 BTs remained in the program. Of this total, 427 were expected to complete the BTP by June, 1986. The BTs were employed at 173 separate work locations.

The purpose of the 1985-86 BTP evaluation was to determine the impact of the program upon teacher performance, and to study in a more in-depth manner problem areas identified in the 1984-85 evaluation of the program. Strengths and weaknesses of the program were also identified as a basis for determining additional recommendations and identifying targets for the 1986-87 evaluation. Several evaluation activities were conducted for the purpose of obtaining relevant data. These activities included the following: 1) the survey of a random sample of full-year BTs and their support team members; 2) interviews with the staff of the BTP; 3) the examination of the first and third Teacher Assessment and Development System (TADS) Classroom Assessment Instrument Post-Observation Report for a random sample of full-year BTs; 4) an examination of the School Registration/Updating Form from a random sample of schools; and 5) an examination of Profile sheets from a random sample of full-year BTs.

Data obtained from these evaluation activities formed the basis for the following findings about the Beginning Teacher Program:

1. Considerable progress was made by BTP staff towards the implementation of the six 1984-85 evaluation recommendations. It was concluded that many of the improvements in the operation of the 1985-86 program are a direct result of the effective utilization of the evaluation by program management.

2. Progress has been made in overcoming delays in the identification and placement of BTs, which was a major problem noted in the 1984-85 evaluation. Overall, the BTP office receives notification in a more timely manner whenever a new teacher is hired at a school site. Similarly, BTs are being assigned to support teams within a few days of hiring.

3. All respondents to the surveys stated that they participated in the BTP training and orientation activities and that they were familiar with the program's purposes and procedures. Most participants indicated that information relevant to the effective implementation of the program was com-

municated to them during the training and orientation activities. In cases where additional information was needed, sufficient directions were given by the BTP staff.

4. In general, BTs and their support team members indicated that, due to BTP participation, BTs improved in all TADS assessment areas. The largest improvements were shown in the categories of preparation and planning, classroom management, techniques of instruction, and assessment techniques.

5. In general, BTs in special subject areas (e.g., guidance) felt that the training activities were not relevant for them. Also, a substantial percentage of respondents to the surveys indicated that the orientation and training tapes needed to be updated and improved.

Although the findings are generally positive, some problems remain. One problem identified concerned the time delay between the hiring date of the beginning teacher and the date the school principal notified the BTP office. Examination of the School Registration/Updating Form showed that some principals were not following the set notification procedures in a timely manner. In addition, concerns identified by program participants involved the length of time and the considerable amount of paperwork required by the program, training activities that lack relevancy for special subject area teachers, and the need for improvement in the orientation and training tapes. Nevertheless, with the exception of the issue concerning the tapes, the nature and severity of the problems noted are not such that the overall effectiveness of the program is impaired.

However, the quality of the content of the training and orientation tapes for the BTs and their support team deserves attention. Research in teacher training reveals that there is a hierarchy of strategies that facilitate the transfer of training to actual practice. In terms of this hierarchy, the presentation of information and the modeling of skills are both necessary to insure the transfer. The training tapes in their present form only present information. The revised training tapes should model the skills which need to be mastered by the BT. The respondents to the surveys generally concur. They indicated that the tapes should portray a more "realistic picture" of the classroom environment, as well as present situations showing how a teacher can exhibit the 34 generic competencies.

In general, the findings of the study support recommendations for continuation of current efforts and procedures used to improve program management and operations. Specific recommendations are:

1. Continue the efforts to improve the communication and cooperation between departments/work locations interfacing with BTs and the BTP office.

2. Revise the training tapes to reflect more realistic situations within the framework of a classroom setting.

3. Continue the improvement of the orientation and training tapes to reflect current changes in procedures, laws, and criteria for BTP participants.

4. Continue the periodic monitoring of the BTs and the support teams to ensure an optimal level of operation.

5. Continue the procedures that were implemented to inform and update participants about the BTP during the school year.

INTRODUCTION

One of the prerequisites for regular teaching certification in the State of Florida is a teacher's participation in a year-long Beginning Teacher Program (BTP). The BTP's major goal is the development of highly skilled and competent teaching professionals. This is accomplished through a formalized program of support and training, along with the documentation of generic teaching competencies (see Appendix A).

Emphasizing the development of pedagogical skills, the program is designed to: (1) assist beginning teachers (BT) in their continuing professional development, and (2) ultimately impact students' learning by providing a set of supervised support services for teachers who are in their first year of teaching in Florida. This supervised support, feedback, and training is regularly provided to the BT by a team of experienced and competent educators, referred to as the "support staff or team". The assistance is intended to facilitate the BT's professional development and to increase the BT's success in demonstrating the generic competencies.

Beginning Teacher Definition

Originally, the BT was defined as a teacher who held a bachelor's degree, or equivalent vocational temporary certificate, and who did not have three full years of successful out-of-state teaching experience within the last ten years, in increments of not less than one full year (Rule 6A-5.75, Florida Administrative Code). During 1984-85, the BT definition was redefined as a teacher who holds a bachelor's degree temporary certificate, or equivalent vocational level temporary certificate, and who has not completed the BTP. The term "teacher" includes any person for whom Department of Education (DOE) certification was required as a prerequisite for employment, including such persons as school psychologists, visiting teachers, social workers, counselors, media specialists, and speech therapists.

Criteria For Program Exemption (90 Day BTP)

A teacher with a minimum of one full year of successful teaching experience may satisfy the requirements of the Florida BTP within the first ninety days of employment. This successful teaching experience must be documented by a statement from the chief administrative officer of the school district or non-public school in which the experience was acquired. In addition, the teacher must demonstrate successful performance on the Florida Generic Teaching Competencies as documented by two consecutive formal observations. In Dade County, these formal observations are conducted using the Teacher Assessment and Development System's (TADS) forms and procedures (DOE approved instructional personnel performance measurement system).

Criteria for Program Completion

Successful completion of the program is determined by appropriately demonstrating the thirty-four generic teaching competencies, participating in the program for the required amount of time, and receiving a recommendation for certification by the district superintendent.

Program Implementation

In its efforts to improve the quality of its educational system, the State of Florida began the implementation of the BTP on July 1, 1982. The 1985-86 school year marked the fourth year of BTP implementation within the Dade County Public Schools (DCPS).

Between August, 1985 and March 30, 1986, approximately 1,317 teachers participated in the BTP. Of these, 196 carryovers from 1984-85 completed the program between August, 1985 and March 30, 1986; and 143 BTs satisfied the exception criteria for previous teaching experience. As of March 30, 1986, a total of 980 BTs remained in the program. Of this total, 427 were expected to complete the BTP by June, 1986. The BTs were employed at 173 separate work locations.

Procedures for implementation of the program in Dade County were specified in the district's 1985-86 DCPS Plan for the Florida BTP. The program included, but was not limited to, the criteria set forth in Rule 6A-5.75(4), Florida Administrative Code. The major operational components for assisting the BTs are briefly discussed below.

Support Staff

After determining that a newly hired teacher meets the BT eligibility criteria, a support team is assigned to assist the teacher. The support staff must include a peer teacher, a building-level administrator and at least one other professional educator. Team members are defined as follows:

1. Peer Teacher (PT) - An experienced teacher who holds a valid regular certificate and teaches at the same level, in the same subject area, or in the same service area as the BT. This teacher shall possess the special knowledge and competencies needed to provide adequate support for the development of BTs.

2. Building-Level Administrator (BLA) - A certified school-based administrator. The school principal usually serves in this capacity.

3. Other Professional Educator (OPE) - A professionally trained and experienced individual. This may include, but is not limited to, teacher education center directors, staff development specialists, curriculum directors, instructional supervisors or specialists, college or university teacher educators. In the DCPS, an assistant principal usually fulfills the role of the other professional educator.

The support staff is formally assigned the responsibility of providing direct supervised support services. This support is designed to enhance the performance of the BT through observation and the delivery of corrective feedback and training activities. The responsibilities of individual support staff members in providing supervised support to the BT are depicted in Figure 1.

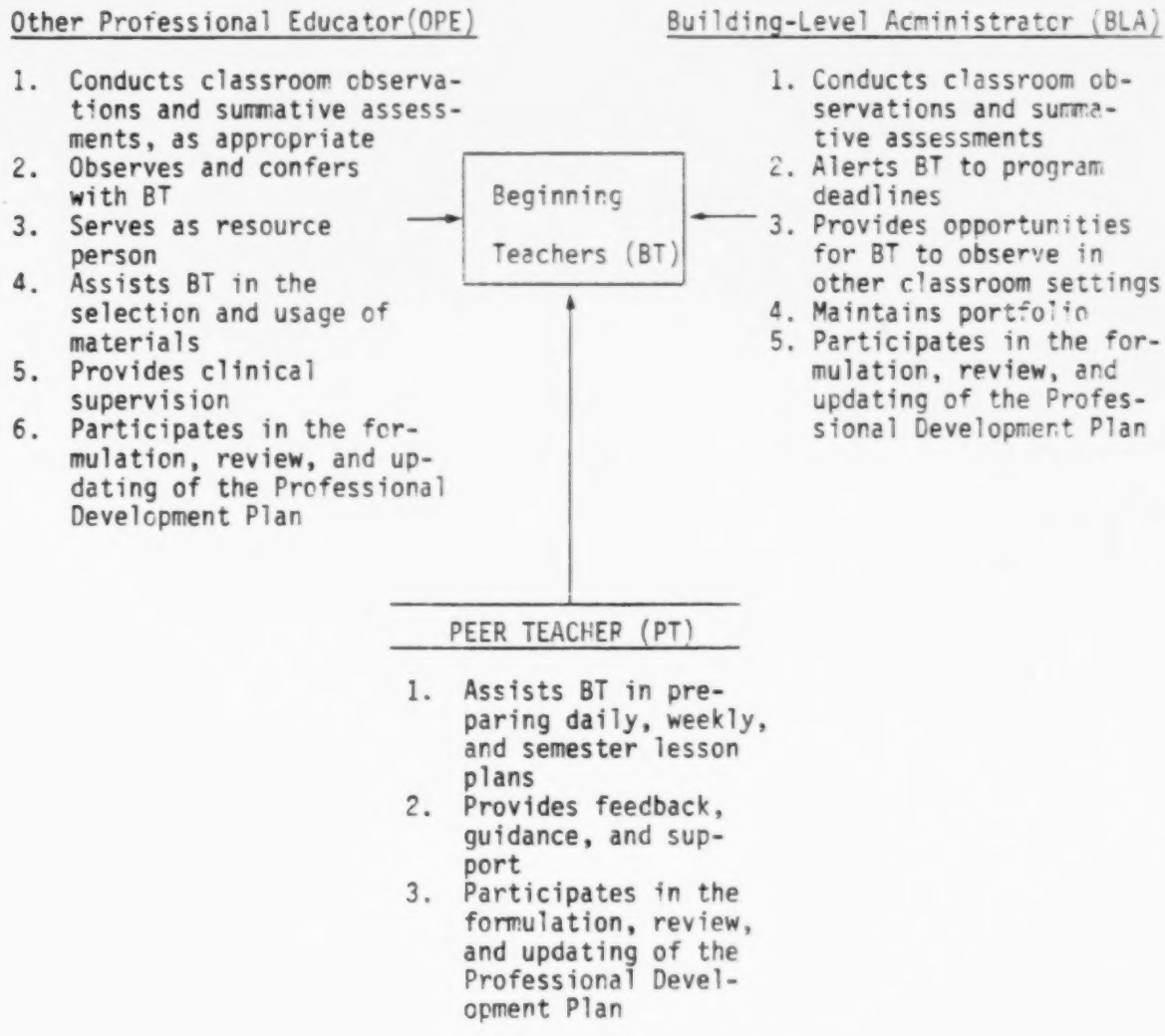
Other Professional Educator(OPE)
1. Conducts classroom observations and summative assessments, as appropriate
2. Observes and confers with BT
3. Serves as resource person
4. Assists BT in the selection and usage of materials
5. Provides clinical supervision
6. Participates in the formulation, review, and updating of the Professional Development Plan
Building-Level Administrator (BLA)
1. Conducts classroom observations and summative assessments
2. Alerts BT to program deadlines
3. Provides opportunities for BT to observe in other classroom settings
4. Maintains portfolio
5. Participates in the formulation, review, and updating of the Professional Development Plan
Beginning Teachers (BT)
PEER TEACHER (PT)
1. Assists BT in preparing daily, weekly, and semester lesson plans
2. Provides feedback, guidance, and support
3. Participates in the formulation, review, and updating of the Professional Development Plan

Figure 1: Support Team Responsibilities to the Beginning Teacher

Portfolio

The BTP requires the maintenance of a portfolio for each BT. The portfolio includes documentation of support team efforts, and the BT's performance. Among the specific contents of the portfolio are the Professional Development Plan, and the results of a teacher's evaluations.

Teacher Classroom Evaluation

During the 1985-86 school year, as in previous years, BTs were assessed using the Teacher Assessment and Development System (TADS). This system includes, but is not limited to, performance indicators that measure the 34 generic competencies. TADS measures specific performance indicators in each of the following categories: Preparation and Planning, Knowledge of Subject Matter, Classroom Management, Techniques of Instruction, Assessment Techniques, Teacher-Student Relationships, and Professional Responsibility. Measures of the first six categories are obtained mostly in the classroom through direct, systematic observation procedures. TADS categories are cross-referenced with each of the generic competencies to insure the valid measurement of the competencies (see Appendix B).

Professional Development Plan

To assist in the improvement and the demonstration of acceptable teaching performance, a Professional Development Plan (PDP) is formulated for each BT after the teacher's first observation. The PDP contains the specification of target competencies (identified on the basis of information provided by the formative evaluation) and training activities needed to improve performance on these competencies. The plan is developed by the support staff with the knowledge and participation of the BT.

DESCRIPTION OF THE EVALUATION

The purpose of the 1985-86 Beginning Teacher Program (BTP) evaluation was to determine the impact of the program upon teacher performance, and to study in a more in-depth manner problem areas identified in the 1984-85 evaluation of the program. Strengths and weaknesses of the program were also identified as a basis for determining additional recommendations and to identify targets for the 1986-87 evaluation.

Because of the BTP's effective utilization of evaluation findings and implementations of evaluation recommendations, the program has improved significantly since its first year of operation. These improvements have been observed consistently in the two previous evaluations. Consequently, program processes and procedures were not emphasized in this evaluation report.

Evaluation Questions

The following questions were addressed in the 1985-86 evaluation of the BTP:

1. To what extent were the recommendations made in the 1984-85 evaluation report implemented in the 1985-86 program?

2. How accurate and complete is the beginning teacher (BT) personnel information that is forwarded to the BTP by the school principals?

3. What is the average time interval between the hiring of the BTs and the notification of the BTP office?

4. What is the average time interval between the notification of the BTP office and the initial date the peer teacher works with the BT?

5. What impact did the 1985-86 BTP have upon teacher performance?

6. What were the perceived strengths and weaknesses of the program?

7. With which aspects of the program are participants most satisfied? With what aspects are they most dissatisfied?

Evaluation Procedures

The evaluation of the BTP utilized a number of sources to generate data. They included a sample of BTs and their respective support team members, program staff, program files and documents, and the Teacher Assessment and Development System (TADS) Classroom Assessment Instrument (CAI) for the sampled BTs.

In April, 1986, a 25% (n = 43) random sample of BTs placed during the first 1985-86 enrollment period was surveyed using the Beginning Teacher Survey Form. At the same time, their support team members received parallel forms of this survey. All forms of the survey were constructed to address the following program issues: 1) the types of orientation activities made available, 2) the familiarity with the 34 generic competencies, 3) the familiarity with the Professional Development Plan, 4) the perceived improvement of the BT on the generic categories, 5) the implementation of program components, and 6) the satisfaction with the program. Copies of the survey forms are included in Appendices C through F.

Program files at the BTP office were inspected. A random sample (n = 50) of School Registration/Updating Forms was examined in order to assess the efficiency of the identification and placements of the BTs. Data on these forms provided the time interval between the date the BT was hired and the date the BTP office was notified of it. Similarly, a random sample (n = 50) of Profile Sheets was examined in order to ascertain the time interval between the date the BT was hired and the initial date the peer teacher worked with the BT.

The TADS CAI Post-Observation Report for a sample of BTs was utilized to ascertain the impact of the BTP upon teacher performance. The principals of the BTs who were surveyed were asked to submit copies of the first and third TADS CAI Post-Observation Report. In addition, this data were used to evaluate the performance of the BTs on the generic competencies. Program impact was gauged by comparing the results on the first classroom observation with the results on the third.

Finally, the program supervisor was interviewed. The supervisor detailed the steps and actions that the BTP had taken to implement the 1984-85 evaluation recommendations. Furthermore, she provided information on the use of the School Registration/Updating Form by the school principals.

EVALUATION FINDINGS

Information on the program impact, strengths and weaknesses was obtained from the Beginning Teacher (BT), Peer Teacher (PT), Building-Level Administrator (BLA), and the Other Profession Educator (OPE) Survey Forms. These survey forms were forwarded to a random sample of 25% (n = 43) of the BTs and their corresponding support team members. Of the 43 surveys disseminated to each group, 38 (88%) of the BTs' surveys were returned, 37 (86%) of the PTs' surveys, 33 (77%) of both the BLAs' and OPEs' surveys. Data on teacher performance on the generic competencies were obtained from a review of the Teacher Assessment and Development System (TADS) Classroom Assessment Instrument (CAI) Post-Observation Report. School principals for the sampled BTs submitted 30 (70%) of the TADS reports for analysis.

Implementation of the 1984-85 Evaluation Recommendations

The Florida Administrative Code which addresses the Beginning Teacher Program (BTP) requires that districts utilize the findings of previous evaluations to improve local programs. The evaluation report of the 1984-85 Dade County BTP included six recommendations for program improvement. The BTP staff has undertaken the following actions to implement the six recommendations.

1. Recommendation: Identify and implement an effective strategy to improve the communication network and cooperation between all departments interfacing with BTs and the BTP office. This effort would provide information to the BTP office that could facilitate the efficiency of the BTP. Specific information required for optimal BTP program operation should be provided to the selected departments by the BTP office.

   Action Taken: During 1984-85, a list of all new teachers was forwarded to the BTP office by the Bureau of Personnel Management. The list, however, did not distinguish teachers who did not have teaching experience from those who did. This procedures has now been altered. School principals now interface directly with the BTP office. A principal notifies the BTP office of the school's BT(s) through the use of the School Registration/Updating Form. This form is forwarded to the BTP office at the beginning of each semester.

2. Recommendation: Identify and implement procedures to improve the integration and utility of information provided by the various departments to the BTP office. The appropriate integration of information would obviate the needless duplication of functions performed by the other departments.

   Action Taken: Use of the School Registration/Updating Form and of the Profile Sheet has facilitated the integration and utility of the pertinent information concerning the BTs.

3. Recommendation: Improve and update the orientation and training tapes to reflect current changes in procedures, laws, and criteria for BTP participants. These updated tapes should also emphasize and explain more adequately the terms that were indicated to be somewhat abstruse by a percentage of respondents.

Action Taken: Orientation Program #2 videotape has been updated to reflect recent changes in the procedures in the BTP. In the 1984-85 study, respondents to the survey did not fully understand the terms "portfolio" and "professional development plan". In the scenario depicted on the new tape, a principal discusses the meaning and use of the "portfolio" and "professional development plan".

4. Recommendation: Continue the periodic monitoring of support teams to insure that the teams maintain an optimal level of functioning. This should include a review of portfolios and verification of the existence and appropriateness of written professional development plans.

   Action Taken: Continuous monitoring of the BTs and their support staff was performed throughout the 1985-86 school year by BTP staff personnel. The program supervisor conducted school site training sessions, and the BTP staff conducted internal audits at the school sites.

5. Recommendation: Continue the procedures that have been implemented to inform and update participants about the BTP during the school year.

   Action Taken: Monthly newsletters were distributed by the BTP office to all school sites. The newsletter provided updated information on issues relevant to the BTP.

6. Recommendation: Investigate the feasibility of providing new hires, at the time of hiring, a listing detailing the eligibility and exemption criteria for satisfying BTP requirements.

   Action Taken: The change in the BT identification procedure has improved (see Recommendation #1). Currently new teachers at the time of hiring are informed by the Office of Personnel Management that they are classified as BTs. A new teacher who has some teaching experience is informed that he/she may be eligible for an exemption. The new teacher then has the responsibility of informing his/her principal who in turn informs the BTP office. The BTP office makes the final determination of the BT status.

Accuracy and Completeness of the BT Personnel Information

In order to ascertain the accuracy and completeness of the BT personnel information, the program supervisor was interviewed and a random sample (n = 50) of school files was reviewed. The School Registration/Updating Form and the Profile Sheet of each sampled file were examined. Complete files were found for 46 (92%) of the sample. Furthermore, the program supervisor indicated that the BT information that had been forwarded to the BTP office by school principals was generally accurate.

Interval Between the BT's Hire Date and Notification of BTP

At the beginning of the school year, each principal received a memo from the BTP office requesting that he/she complete and submit a School Registration/Updating Form for the school's BTs. Part of the information requested on this form is the date each BT was hired. By comparing this date and the date the form was stamped as received by the BTP office, it was possible to determine the interval of time between these two events.

The median number of working days between the date each BT was hired and the BTP office was notified was 17 days. The range was a minimum of one day to a maximum of 94 days. Interviews with BTP staff indicated the notification process was, on the average, occurring in a more timely manner.

Interval Between the BT's Hire Date and Initial Date of Work With the Peer Teacher

The BT's Profile Sheet contains the names and positions of his/her support team members. The Profile Sheet also includes the initial date that the BT begins to work with the peer teacher. Procedures require the school principal to submit this form whenever a new hire meets the criteria as a BT.

According to an examination of a random sample of Profile Sheets (n=50), the median number of working days between the date the BT was hired and the initial date of work with his/her peer teacher was one day. However, the range was 0 days to 62 days. Forty-five percent of the Profile Sheets sampled indicated a time lapse of 0 days. Eight percent of the files sampled either did not have a Profile Sheet for a specific BT or the information was not complete. There were only three schools that had a time delay greater than 19 days (26, 59, and 62 days). The data indicate that BTs are starting with the BTP shortly after they are hired at a particular school site.

Impact of the 1985-86 BTP Upon Teacher Performance

To ascertain the impact of the 1985-86 BTP upon teacher performance, a random sample of BTs placed in the BTP during the first 1985-86 enrollment period was selected. The first and third TADS CAI Post-Observation Report for these BTs were obtained, and the performance on each of the generic competencies was determined based on the TADS criteria. An examination of the classroom observation reports showed that all teachers sampled had an acceptable rating on all of the TADS indicators for both the first and third classroom observations.

The survey of the BTS and their support team members also addressed the issue of program impact. The majority of BTS, BLAs, and OPES believed that participation in the program improved the BTs' skills in all seven TADS assessment categories. As noted in Table 1, the majority of the BTs thought they had made the most improvement in the areas of: 1) preparation and planning (73%), 2) classroom management (79%), 3) techniques of instruction (75%), and 4) assessment techniques (79%). Interestingly, these categories of improvement were also identified by the PTs, OPEs, and BLAs as the areas in which the BTs had made the most improvement.

Table 1

Extent of BTs' Improvement in Each Assessment Category

n	BT 38	PT 37	BLA 33	OPE 33
Preparation & Planning				
No improvement	0%	0%	3%	0%
A little improvement	16%	8%	9%	9%
Moderate improvement	22%	11%	33%	28%
Significant improvement	35%	54%	42%	44%
Not needed	27%	27%	12%	19%
Total Indicating Improvement[a]	73%	73%	84%	81%
Knowledge of Subject Matter				
No improvement	3%	3%	6%	0%
A little improvement	11%	11%	6%	9%
Moderate improvement	16%	16%	18%	22%
Significant improvement	16%	16%	27%	13%
Not needed	54%	54%	42%	56%
Total Indicating Improvement[a]	43%	43%	51%	44%
Classroom Management				
No improvement	0%	3%	3%	0%
A little improvement	22%	11%	18%	23%
Moderate improvement	30%	24%	21%	23%
Significant improvement	27%	30%	33%	32%
Not needed	22%	32%	24%	23%
Total Indicating Improvement[a]	79%	65%	72%	78%
Techniques of Instruction				
No improvement	0%	0%	3%	0%
A little improvement	24%	8%	12%	16%
Moderate improvement	27%	16%	33%	19%
Significant improvement	24%	43%	36%	42%
Not needed	24%	32%	15%	23%
Total Indicating Improvement[a]	75%	67%	81%	77%

Table 1 (continued)

Extent of BTs' Improvement in Each Assessment Category

	BT	PT	BLA	OPE
n	38	37	33	33
Assessment Techniques				
No improvement	0%	0%	3%	0%
A little improvement	38%	16%	15%	6%
Moderate improvement	22%	24%	27%	38%
Significant improvement	19%	24%	30%	9%
Not needed	22%	35%	24%	47%
Total Indicating Improvement[a]	79%	64%	72%	53%
Teacher-Student Relationship				
No improvement	5%	0%	3%	0%
A little improvement	14%	11%	15%	13%
Moderate improvement	19%	11%	15%	19%
Significant improvement	27%	35%	24%	16%
Not needed	35%	43%	42%	53%
Total Indicating Improvement[a]	60%	57%	54%	48%
Professional Responsibilities				
No improvement	0%	0%	3%	3%
A little improvement	19%	5%	15%	6%
Moderate improvement	30%	11%	12%	13%
Significant improvement	19%	14%	27%	16%
Not needed	32%	70%	42%	63%
Total Indicating Improvement[a]	68%	30%	54%	35%

Note: BT = beginning teacher; PT = peer teacher; BLA = building-level administrator; OPE = other professional educator.

[a]Compilation of a little, moderate, and significant improvement.

All BLAs and OPEs (100%), and the vast majority of the BTs (98%) and PTs (95%) believed the BTs experienced positive outcomes as a result of program participation. Furthermore, a large proportion of the BLAs (72%) and the OPEs (78%) indicated that a moderate to significant proportion of the BTs' professional growth during the school year was directly attributable to BTP involvement (see Table 2). In addition, a majority of the BLAs (68%) and OPEs (69%) felt that the training activities and/or prescriptions improved the teaching performance of the BTs.

Table 2

Proportion of BTs' Professional Growth Attributable to BTP

	BT	PT	BLA	OPE
n	38	37	33	33
A significant proportion	27%	24%	22%	25%
A moderate proportion	30%	41%	50%	53%
A small proportion	41%	30%	28%	22%
None	3%	5%	0%	0%

Note: BTP = Beginning Teacher Program; BT = beginning teacher; PT = peer teacher; BLA = building-level administrator; OPE = other professional educator

Program Strengths and Weaknesses

The survey of the BTs and their support team members yielded data on a number of program strengths and weaknesses. An examination of these strengths and weaknesses would be facilitated by dividing them into the following program areas: program preparation and training, support team, assessment of competencies, professional development plan and portfolio, and outcomes for the BTP participants.

Program Preparation and Training

An overwhelming majority of the respondents indicated that orientation activities of the BTP were made available to them (See Table 3). In addition, most of the BLAs (97%) and OPEs (94%) thought their orientation to the BTP adequately prepared them for participation in the program. Furthermore, about three-fourths of the BTs (79%) and PTs (73%) indicated that the orientation activities adequately prepared them for participation in the program.

A substantial majority of the respondents gave a favorable response to each of the items that related to their knowledge and understanding of the specific aspects of the BTP. Overall, most of the participants felt the orientation activities provided them with a sufficient understanding of the BTP procedures

and requirements. However, some respondents (4% of BTs, 46% of PTs, 27% of OPEs, and 12% of BLAs), believed that improvements should be made on the orientation activities. The most frequently mentioned areas for improvement were as follows:

1. Orientation materials should include information relevant to special subject area personnel.

2. The orientation and training tapes should be updated and improved.

3. The handbooks and other relevant materials should be received on a more timely basis.

4. Additional workshops should be provided for the various participants.

A content analysis of the comments indicated that the area which most respondents thought needed improvement concerned the training tapes. The respondents felt that the tapes were not relevant to the practical situations teachers experienced in the classroom. To solve this problem, most thought the tapes should be revised to depict "real life" classroom scenarios.

Table 3

Availability and Efficacy of BTP Orientation Activities

	BT	PT	BLA	OPE
n	38	37	33	33
Orientation activities made available				
Newsletter	82%	87%	88%	97%
Orientation tapes	76%	81%	67%	82%
Training tapes	82%	65%	46%	58%
1/2 day training session (November 8, 1985)	42%	58%	49%	33%
Inservice with support team	50%	N/A	N/A	N/A
Meeting with BTP staff at work location	66%	65%	64%	73%
No orientation needed	N/A	0%	3%	3%
Orientation adequately prepared respondents for participation				
YES	79%	73%	97%	94%
NO	21%	27%	0%	3%
N/A	0%	0%	3%	3%

Note: BTP = Beginning Teacher Program; BT = beginning teacher; PT = peer teacher; BLA = building-level administrator; OPE = other professional educator.

Support Team

A significant majority of the BTs (84%) stated that a support team was assigned to them within 10 days after they were employed. Ninety-seven percent of the BLAs surveyed indicated that they had assigned a support team to their BTs within 10 days after their employment. Seventy-six percent of the BTs had PTs that were in the same subject area, and an overwhelming majority of the BTs (92%) believed their PTs had satisfactorily fulfilled the role of PT. Comments by the BTs, BLAs, and OPEs indicated that the PT was the single most important component of the BTP. BTs frequently stated that their PTs helped them increase their self-confidence as classroom teachers. In addition, they viewed the PT as an effective role model.

Assessment of Competencies

Almost all BTs (95%) indicated that they were familiar with the 34 generic competencies they were expected to demonstrate. A smaller percentage (89%) of PTs indicated they were familiar with these competencies. A large majority of the BTs (97%) were familiar with the procedures and criteria used in determining mastery of the generic competencies. Again a smaller percent of PTs (87%) were familiar with the necessary procedures and criteria. It is interesting to note that 15% of the OPEs and 6% of the BLAs surveyed either were not familiar with or unsure of the competencies.

Professional Development Plan and Portfolio

An overwhelming majority of the BTs (97%) indicated that they had been informed about the Professional Development Plan, and 90% of these BTs revealed that they understood the purpose of the plan. By contrast, in the 1984-85 evaluation only a moderate percentage (78%) of BTs surveyed indicated they had a satisfactory understanding of the Professional Development Plan. Clearly the BTs in the 1985-86 BTP had become more familiar with the function and use of their Professional Development Plan.

The data also showed that the BTs (97%) understood what was included in their Portfolio. Furthermore, a large percentage of the PTs (92%) indicated that they understood what was included. This was an improvement from the 1984-85 evaluation, which indicated that only 74% of the PTs thought they had a satisfactory understanding of what was included in the Portfolio.

Outcomes for the BTP Participants

As a group, the surveyed participants indicated that the BTP yielded very positive results. The most frequent comment from BTs concerned the positive and supportive relationship they experienced with their PTs. BTs stated that the PTs were responsible for increasing their self-confidence. Furthermore, the BTs mentioned that the PTs were instrumental in improving their knowledge of organization, planning, classroom management, and developing teacher-student relationships.

Comments from the support team members focused on their supervisory role of the BT. The support team members all felt that they had grown professionally from their participation in the BTP. Furthermore, the respondents indicated that the experience had renewed their awareness of the school system's expectations and procedures.

Extent of Participant Satisfaction

Most responding BTP participants indicated a general satisfaction with the program in its present form. The respondents made positive comments about the comradery and esprit de corps that developed between the BT and his/her support team. Participants revealed a general satisfaction with the training and materials provided by the BTP.

Nevertheless, a number of the BTs (43%), PTs (31%) and BLAs (44%) indicated that there was some aspect of the BTP that required revision. A larger proportion of the OPEs (53%) felt that the program needed revision. This latter finding may be due in part to the role of the OPE. The OPE, who served primarily as resource person, is responsible for most of the paperwork in terms of documenting the progress and activities of the BT.

Specifically, the respondents mentioned three negatively perceived aspects of the BTP. The first concerned the need for training and materials relevant to special subject areas, such as guidance. Secondly, the participants thought the training tapes were "boring", "redundant", and "not relevant to real life teaching situations". Lastly, the BLAs and OPEs surveyed stated a need to have their paper workload reduced.

DISCUSSION OF FINDINGS AND RECOMMENDATIONS

The findings of this evaluation indicate that the major components of the Beginning Teacher Program (BTP) were implemented appropriately, and that the program had an overall favorable impact upon the instructional effectiveness of beginning teachers (BTs). Indeed, most problems identified in last year's evaluation were not observed. The 1985-86 evaluation noted improvements in the following areas:

1. The implementation of an effective strategy to improve the communication and cooperation between departments interfacing with BTs and the BTP office.

2. The improvement and revision of the orientation and training tapes to reflect current changes in procedures, laws, and criteria for BTP participants.

3. The continuation of periodic monitoring of the BTs and their support teams to ensure optimal functioning.

4. The continuation of procedures to inform and update participants about the BTP during the year.

To a great extent, these improvements may be attributed to the program staff's efforts to increase and improve communication with program participants and to implement the 1984-85 recommendations. The use of the 1984-85 evaluation recommendations in BTP program development is reflected in the improvements above and the generally positive findings observed.

Although the findings are generally positive, some areas remain problematic. One minor problem, identified from the examination of the School Registration/Updating Form and the Profile Sheet, concerned the time delay between the BT's hire date and the notification of the BTP office. While the vast majority of school principals promptly notified the BTP office, a small minority of principals did not. This resulted in an unnecessary delay in placing some BTs in the program. Three other concerns identified by the respondents to the surveys were related to the time and paperwork requirements of the program, the training activities that lack relevancy for special subject area teachers, and the need for improvement in the BTP orientation and training tapes. It should be noted, with the exception of the issue regarding the tapes, the nature and the severity of the problems are not such that the overall effectiveness of the program is impaired.

The quality of the training and orientation tapes for the BTs and their support team deserves attention. It is apparent that the general training and orientation information on the tapes is not germane to certain types of BTs who work in speciality areas. This problem is due in part to the variety of special subject area teachers required by a large urban school district. The provision of training and orientation activities for each special subject area BT may be cost-prohibitive. However, in reference to the quality of the content of the tapes, research in teacher training reveals that there is a hierarchy of strategies that facilitate the transfer of training to actual practice. In terms of

this hierarchy, the presentation of information and the modeling of skills are both necessary to insure the transfer. The training tapes in their present form only present information. The revised training tapes should model the skills that need to be mastered by the BT. The respondents to the surveys generally concur. They indicated that the tapes should portray a more "realistic picture" of the classroom environment, as well as present situations showing how a teacher can exhibit the 34 generic competencies.

Given the commitment of the BTP staff to the program and their receptiveness to the recommendations of the previous evaluations, it is likely that these problems will eventually be resolved. The recommendations of this evaluation, therefore, generally support the continuation of the ongoing efforts to improve the program. The specific recommendations are the following:

1. Continue the efforts to improve the communication and cooperation between departments/work locations interfacing with beginning teachers and the BTP office.

2. Revise the training tapes to reflect more realistic situations within the framework of a classroom setting.

3. Continue the improvement of the orientation and training tapes to reflect current changes in procedures, laws, and criteria for BTP participants.

4. Continue the periodic monitoring of the BTs and the support teams to ensure an optimal level of operation.

5. Continue the procedures that were implemented to inform and update participants about the BTP during the school year.

APPENDIX A

GENERIC COMPETENCIES

FLORIDA ESSENTIAL GENERIC COMPETENCIES
(Rule 6A-5.61 (1), FAC, as amended 2-5-85)

1. Demonstrate the ability to orally communicate information on a give topic in a coherent and logical manner.

2. Demonstrate the ability to write in a logical easily understood style with appropriate grammar and sentence structure.

3. Demonstrate the ability to comprehend and interpret a message after listening.

4. Demonstrate the ability to read, comprehend, and interpret orally and in writing, professional material.

5. Demonstrate the ability to comprehend and work with fundamental mathematical concepts.

6. The ability to comprehend patterns of physical, social, and academic development in students, including exceptional students in the regular classroom and to counsel the same students concerning their needs in these areas.

7. Diagnose the entry level knowledge and/or skills of students for a given set of instructional objectives using diagnostic tests, teacher observation and student records.

8. Identify long-range goals for a given subject area.

9. Construct and sequence related short-range objectives for a given area.

10. Select, adapt, and/or develop instructional materials for a given set of instructional objectives and student learning needs.

11. Select/develop and sequence related learning activities appropriate for a given test of instructional objectives and student learning needs.

12. Establish rapport with students in the classroom by using verbal and/or visual motivational devices.

13. Present directions for carrying out an instructional activity.

14. Construct or assemble a classroom test to measure student performance according to criteria based upon objectives.

15. Establish a set of classroom routines and procedures for utilization and care of materials.

16. Formulate a standard for student behavior in the classroom.

17. Identify causes of classroom misbehavior and employ a technique(s) for correcting it.

18. Identify and/or develop a system for keeping records of class and individual student progress.

19. Identify and/or demonstrate behaviors which reflect a feeling for the dignity and worth of other people including those from other ethnic, cultural, linguistic, and economic groups.

20. Demonstrate instructional and social skills which assist students in developing a positive self-concept.

21. Demonstrate instructional and social skills which assist students in interacting constructively with their peers.

22. Demonstrate teaching skills which assist students in developing their own values, attitudes, and beliefs.

23. The ability to recognize and be aware of the instructional needs of exceptional students.

24. Demonstrate ability to stimulate and direct student thinking and to check student comprehension by questioning techniques.

25. Demonstrate ability to provide practice to promote learning and retention.

26. Demonstrate ability to treat student talk in ways that encourage student participation and that maintain academic focus.

27. Demonstrate ability to use feedback procedures that give information to the student about the appropriateness of his/her response.

28. Demonstrate ability to conduct review of subject matter.

29. Demonstrate ability to use class time efficiently.

30. Demonstrate ability to present forms of knowledge such as concepts, laws, and rules.

31. Demonstrate ability to control the quality of vocal expression.

32. Demonstrate ability to use body language to express interest, excitement, joy, and positive personal relations.

33. Demonstrate ability to give examinations in a manner to minimize anxiety and cheating and to provide appropriate feedback on test performance.

34. Demonstrate the ability to recognize signs of severe emotional distress in students and the ability to utilize techniques of crisis intervention.

APPENDIX B

RELATION OF 34 GENERIC COMPETENCIES TO TADS REFERENTS

RELATION OF 34 GENERIC COMPETENCIES TO TADS REFERENTS

	Generic Competencies	TADS
1.	Demonstrate the ability to orally communicate information in a coherent and logical manner.	IV;G
2.	Demonstrate the ability to write in a logical easily understood style with appropriate grammar and sentence structure.	I; A; 1
3.	Demonstrate the ability to comprehend and interpret a message after listening.	IV; C
4.	Demonstrate the ability to read, comprehend, and interpret orally and in writing, professional material.	VII; A
5.	Demonstrate the ability to comprehend and work with fundamental mathematical concepts.	VI; B
6.	Demonstrate the ability to comprehend patterns of physical, social, and academic development in students, including exceptional students in the regular classroom and to counsel these same students concerning their needs in these areas.	IV; A
7.	Diagnose the entry level knowledge and/or skills of students for a given set of instructional objectives using diagnostic tests, teacher observation and student records.	VI; A
8.	Identify long-range goals for a given subject area.	I; A; 2
9.	Construct and sequence related short-range objectives for a given subject area.	I; A; 1
10.	Select, adapt, and/or develop instructional materials for a given set of instructional objectives and student learning needs.	IV; A
11.	Select, develop, and sequence related learning activities appropriate for a given set of instructional objectives and student learning needs.	IV; F
12.	Establish rapport with students in the classroom by using verbal and/or visual motivational devices.	IV; A,B,E
13.	Present directions for carrying out an instructional activity.	IV; G
14.	Construct or assemble a classroom test to measure student performance according to criteria based upon objectives.	VI; B

RELATION OF 34 GENERIC COMPETENCIES TO TADS REFERENTS (CON'T)

15.	Establish a set of classroom routines and procedures for utilization and care of materials.	III; A
16.	Formulate a standard for student behavior in the classroom.	III; C
17.	Identify causes of classroom misbehavior and employ a technique(s) for correcting it.	III; C
18.	Identify and/or develop a system for keeping records of class and individual student progress.	VII; A
19.	Identify and/or demonstrate behavior which reflects a feeling for the dignity and worth of other people including those from other ethnic, cultural, linguistic, and economic groups.	V
20.	Demonstrate instructional and social skills which assist students in developing a positive self-concept.	V
21.	Demonstrate instructional and social skills which assist students in interacting constructively with their peers.	V
22.	Demonstrate teaching skills which assist students in developing their own values, attitudes and beliefs.	IV; C
23.	Demonstrate the ability to recognize and be aware of the instructional needs of exceptional students.	V
24.	Demonstrate ability to stimulate and direct student thinking and to check student comprehension by questioning techniques.	IV; B, C
25.	Demonstrate ability to provide practice to promote learning and retention.	IV; B, D
26.	Demonstrate ability to treat student talk in ways that encourage student participation and maintain academic focus.	V; A, B IV; C, D
27.	Demonstrate ability to use feedback procedures that give information to the student about the appropriateness of his or her response.	IV; B
28.	Demonstrate ability to conduct review of subject matter.	IV; F
29.	Demonstrate ability to use class time efficiently.	III; A
30.	Demonstrate ability to present forms of knowledge such as concepts, laws and rules.	II; B
31.	Demonstrate ability to control the quality of vocal expression.	IV; G
32.	Demonstrate ability to use body language to express interest, excitement, joy and positive personal relations.	III; B

RELATION OF 34 GENERIC COMPETENCIES TO TADS REFERENTS (CON'T)

33.	Demonstrate ability to give examinations in a manner to minimize anxiety, and cheating, and to provide appropriate feedback on test performance.	VI; B III; B IV; B
34.	Demonstrate the ability to recognize signs of severe emotional distress in students and the ability to utilize techniques of crisis intervention.	III; C V; B

NOTE: This chart shows the correlation between generic competencies required by the State of Florida Beginning Teacher Program and the TADS. It is based on the information contained in the DCPS BTP Professional Development Plan for 1985-86.

APPENDIX C

BEGINNING TEACHER SURVEY FORM

DADE COUNTY PUBLIC SCHOOLS
OFFICE OF EDUCATIONAL ACCOUNTABILITY
BEGINNING TEACHER (BT) SURVEY FORM
(N=38)

School _____ 1 2

1. In which subject area are most of your assigned teaching duties?

3%	Early Childhood	8%	Foreign Language	3 4
24%	Elementary Education	11%	Science	
3%	Art	5%	Social Studies	
___	Exceptional Education	5%	Physical Education	
5%	English/Language Art	5%	Guidance	
8%	Mathematics	11%	Vocational	
3%	Music	11%	Other (specify)	

_____

2. Approximately, how many undergraduate and graduate semester hours do you have in education?

5 6

median=21 Undergraduate hours median=6 Graduate hours 7 8

3. What types of orientation activities related to the BTP were made available to you?
(Check all that apply)

82%	Newsletter	9
76%	Orientation tapes	10
82%	Training tapes	11
42%	1/2 day training session (Nov 8, 1985)	12
50%	Inservice with support team	13
66%	Meeting with BTP staff at your work location	14
0%	Other _____	15

4. Did you receive a copy of the BT Handbook?

95% Yes 5% No 16

If "Yes", was it helpful?

94% Yes 6% No 17

Auth: MIS; Exp. Date: May 31, 1986

5. Did you receive a copy of the BTP newsletter each month?

87% Yes 13% No 18

6. Was a support team assigned to you within 10 days after you were employed?

84% Yes 5% No 11% Not sure 19

If "No", how long did it take?

0% 11-20 days

8% 21-30 days 20

5% over 30 days

7. What do you consider to be the primary objectives of the BTP?

_____

_____

_____

8. Are you thoroughly familiar with the 34 generic competencies that you are expected to demonstrate?

95% Yes 3% No 3% Not sure 21

9. Are you familiar with the assessment procedures and criteria used in determining your mastery of the generic competencies?

97% Yes 0% No 3% Not sure 22

10. Were you informed that you should maintain a Professional Development Plan?

97% Yes 0% No 3% Not sure 23

11. Do you understand the purpose of the Professional Development Plan?

90% Yes 3% No 8% Not sure 24

Auth: MIS; Exp. Date: May 31, 1986

12. Do you know what is included in the BT's Portfolio?

97% Yes 0% No 3% Not sure 25

13. Do you understand that successful completion of the BTP is a legal requirement for your teacher certification?

100% Yes 0% No 0% Not sure 26

14. Do you feel that your orientation to the BTP adequately prepared you for participation in the program?

79% Yes 21% No 27

If "No", please explain.

_____

_____

_____

_____

15. In general, how could your orientation to the BTP have been improved?

96% No improvements are necessary 28

_____

_____

_____

_____

16. Is your peer teacher currently assigned to the same subject area/field as you are?

76% Yes 21% No 3% Not sure 29

17. Do you feel that your peer teacher is satisfactorily fulfilling his/her role?

92% Yes 8% No 0% Not sure 30

Auth: MIS; Exp. Date: May 31, 1986

18. Did the training activities or prescriptions improve your teaching performance?

82% Yes 8% No 11% Not sure 31

If "No" or "Not sure", please explain.

_____

_____

_____

19. To what extent do you think you improved in the following areas during this school year under the BTP?

A. Preparation & Planning
27% No improvement needed

0% No improvement
16% A little improvement
22% Moderate improvement
35% Significant improvement 32

B. Knowledge of Subject Matter
54% No improvement needed

3% No improvement
11% A little improvement
16% Moderate improvement
16% Significant improvement 33

C. Classroom Management
22% No improvement needed

0% No improvement
22% A little improvement
30% Moderate improvement
27% Significant improvement 34

D. Techniques of Instruction
24% No improvement needed

0% No improvement
24% A little improvement
27% Moderate improvement
24% Significant improvement 35

E. Assessment Techniques
22% No improvement needed

0% No improvement
38% A little improvement
22% Moderate improvement
19% Significant improvement 36

F. Teacher-Student Relationship
35% No improvement needed

5% No improvement
14% A little improvement
19% Moderate improvement
27% Significant improvement 37

Auth: MIS; Exp. Date: May 31, 1986

G. Professional Responsibilities

32% No improvement needed

0% No improvement
19% A little improvement
30% Moderate improvement
19% Significant improvement

38

20. During this school year, what proportion of your professional growth do you attribute to your involvement in the BTP?

27% A significant proportion
30% A moderate proportion
41% A small proportion
3% None

39

21. From your perspective as a BT, what was the single most helpful experience/component of the BTP?

_____

_____

What was the least helpful experience/component?

_____

_____

22. Do you think that any aspect of the BTP needs improvement or revision?

43% Yes 46% No 11% Not sure

40

If "Yes", identify the aspects which need the most improvement.

_____

_____

_____

_____

Auth: MIS; Exp. Date: May 31, 1986

23. From your perspective as a BT, what were the positive outcomes from participation in the BTP?

_____

_____

_____

Auth: MIS; Exp. Date: May 31, 1986

APPENDIX D

PEER TEACHER SURVEY FORM

DADE COUNTY PUBLIC SCHOOLS
OFFICE OF EDUCATIONAL ACCOUNTABILITY
PEER TEACHER (PT) SURVEY FORM
(N=37)

School _____ 1 2

1. In which subject area are most of your assigned teaching duties?

3%	Early Childhood	5%	Foreign Language	3 4
27%	Elementary Education	16%	Science	
3%	Art	3%	Social Studies	
3%	Exceptional Education	8%	Physical Education	
8%	English/Language Art	0%	Guidance	
8%	Mathematics	5%	Vocational	
3%	Music	8%	Other (specify)	

_____

2. How many years have you been a Peer Teacher in the BTP? 5

65% One
30% Two
3% Three
3% Four

3. What types of orientation activities related to the Beginning Teacher Program (BTP) were made available to you? (Check all that apply)

87%	Newsletter	6
81%	Orientation tapes	7
65%	Training tapes	8
58%	1/2 day training session (Nov 8, 1985)	9
65%	Meeting with BTP staff at your work location	10
3%	Other _____	11
0%	None	12
0%	No orientation needed (Please explain)	13

_____

_____

Auth: MIS; Exp. Date: Apr. 30, 1986

4. Did you receive a copy of the PT Handbook?

100% Yes 0% No 14

If "Yes", was it helpful?

94% Yes 6% No 15

5. Did you receive a copy each month of the BTP newsletter?

81% Yes 19% No 16

6. Were you assigned to your beginning teacher within 10 days of his/her employment at your site?

81% Yes 16% No 3% Not sure 17

If "No", how long did it take?

67% 11-20 days

17% 21-30 days 18

17% over 30 days

7. Were you assigned to supervise more than one beginning teacher this year?

3% Yes 97% No 19

If "Yes", how many?

mean=2 20

8. Are you thoroughly familiar with the 34 generic competencies that the designated beginning teacher is expected to demonstrate?

89% Yes 8% No 3% Not sure 21

9. Are you familiar with the assessment procedures and criteria used in determining mastery of the generic competencies?

87% Yes 5% No 8% Not sure 22

Auth: MIS; Exp. Date: Apr. 30, 1986

10. Do you understand what function the Professional Development Plan serves?

89% Yes 3% No 8% Not sure 23

11. Do you know what is included in the beginning teacher's Portfolio?

92% Yes 0% No 8% Not sure 24

12. Do you understand how the beginning teacher's Portfolio is used in the teacher certification process?

75% Yes 8% No 17% Not sure 25

13. Do you feel that your orientation to the BTP adequately prepared you for participation in the program?

73% Yes 27% No 0% Not applicable 26

If "No" or "Not applicable", please explain.

_____

_____

14. In general, how could your orientation to the BTP have been improved?

54% No improvements are necessary. 27

_____

_____

_____

15. To what extent did the designated beginning teacher improve in the following areas during the school year?

A. Preparation & Planning
27% No improvement needed

0% No improvement
8% A little improvement
11% Moderate improvement
54% Significant improvement 28

B. Knowledge of Subject Matter
54% No improvement needed

3% No improvement
11% A little improvement
16% Moderate improvement
16% Significant improvement 29

Auth: MIS; Exp. Date: Apr. 30, 1986

C. Classroom Management — 30

32% No improvement needed

3%	No improvement
11%	A little improvement
24%	Moderate improvement
30%	Significant improvement

D. Techniques of Instruction — 31

32% No improvement needed

0%	No improvement
8%	A little improvement
16%	Moderate improvement
43%	Significant improvement

E. Assessment Techniques — 32

35% No improvement need

0%	No improvement
16%	A little improvement
4%	Moderate improvement
	Significant improvement

F. Teacher-Student Relationship — 33

43% No improvement needed

0%	No improvement
11%	A little improvement
11%	Moderate improvement
35%	Significant improvement

G. Professional Responsibilities — 34

70% No improvement needed

0%	No improvement
5%	A little improvement
11%	Moderate improvement
14%	Significant improvement

16. During the school year, what proportion of your beginning teacher's professional growth do you attribute to his/her involvement in the BTP? — 35

24%	A significant proportion
41%	A moderate proportion
30%	A small proportion
5%	None

17. From your perspective as a PT, what were the positive outcomes of the BTP for the designated beginning teacher?

_____

_____

_____

18. Did the training activities or prescriptions improve the teaching performance of the designated beginning teacher? — 36

84% Yes 5% No 11% Not sure

19. Do you think that any aspect of the BTP needs improvement or revision?

31% Yes 53% No 17% Not sure 37

If "Yes", identify the aspects which need the most improvement.

_____

_____

_____

20. From your perspective as a PT, what was the single most helpful component/experience of the BTP?

_____

_____

What was the least helpful component/experience?

_____

_____

21. Do you feel that you are satisfactorily fulfilling your role and responsibilities as a PT?

97% Yes 3% No 38

If "No", please explain.

_____

_____

22. From your perspective as a PT, what were the positive outcomes "for you" from your participation in the BTP?

_____

_____

_____

23. Would you be interested in being a PT again?

87% Yes 3% No 11% Not sure

39

Please explain.

_____

_____

_____

Auth: MIS; Exp. Date: Apr. 30, 1986

APPENDIX E

BUILDING-LEVEL ADMINISTRATOR SURVEY FORM

DADE COUNTY PUBLIC SCHOOLS
OFFICE OF EDUCATIONAL ACCOUNTABILITY
BUILDING-LEVEL ADMINISTRATOR (BLA) SURVEY FORM
(N=33)

School _____ 1 2

1. How many years have you been a building-level administrator (BLA) in the Beginning Teacher Program (BTP)?

9% One 3
12% Two
18% Three
61% Four

2. What types of orientation activities related to the BTP were made available to you? (Check all that apply)

88% Newsletter 4
67% Orientation tapes 5
46% Training tapes 6
49% 1/2 day training session (Nov 8, 1985) 7
64% Meeting with BTP staff at your work location 8
3% Other _____ 9
0% None 10
3% No orientation needed (Please Explain) 11

_____

_____

3. Do you feel that your orientation to the BTP adequately prepared you for participation in the program?

97% Yes 0% No 3% Not applicable 12

If "No" or "Not applicable", please explain.

_____

_____

_____

_____

Auth: MIS; Exp. Date: Apr. 30, 1986

4. In general, how could your orientation to the BTP have been improved?

88% No improvements are necessary. 13

_____

_____

_____

5. Are you thoroughly familiar with the 34 generic competencies that a beginning teacher is expected to demonstrate?

94% Yes 3% No 3% Not sure 14

6. Did you complete and submit a BTP School Registration/ Update Form [MIS 13435/Rev.(06-85)] to the BTP office whenever a beginning teacher was hired at your work location?

97% Yes 3% No 15

If "NO", please explain.

_____

_____

_____

7. Did you inform the BTP office of the peer teacher and other support team members for a beginning teacher by sending in the Profile Sheet [MIS 23001/Rev.(12-85)]?

100% Yes 0% No 16

If "No", please explain.

_____

_____

_____

8. Did you assign a support team to the designated beginning teacher within 10 days after employment at your site?

97% Yes 0% No 3% Not sure 17

If "No", how long did it take?

0% 11-20 days

0% 21-30 days 18

0% over 30 days

9. Is the designated beginning teacher and his/her peer teacher currently assigned to the same subject area/field?

85% Yes 15% No 19

10. Did you receive and distribute monthly copies of the BTP newsletter?

94% Yes 6% No 20

11. To what extent did the designated beginning teacher improve in the following areas during the school year?

A. Preparation & Planning
12% No improvement needed

3% No improvement
9% A little improvement
33% Moderate improvement
42% Significant improvement 21

B. Knowledge of Subject Matter
42% No improvement needed

6% No improvement
6% A little improvement
18% Moderate improvement
27% Significant improvement 22

C. Classroom Management
24% No improvement needed

3% No improvement
18% A little improvement
21% Moderate improvement
33% Significant improvement 23

D. Techniques of Instruction
15% No improvement needed

3% No improvement
12% A little improvement
33% Moderate improvement
36% Significant improvement 24

E. Assessment Techniques
24% No improvement needed

3% No improvement
15% A little improvement
27% Moderate improvement
30% Significant improvement 25

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F. Teacher-Student Relationship

42% No improvement needed

3% No improvement
15% A little improvement
15% Moderate improvement
24% Significant improvement

26

G. Professional Responsibilities

42% No improvement needed

3% No improvement
15% A little improvement
12% Moderate improvement
27% Significant improvement

27

12. From your perspective as a BLA, what were the positive outcomes for the designated beginning teacher from participation in the BTP?

_____

_____

_____

_____

13. During the school year, what proportion of the designated beginning teacher's professional growth do you attribute to his/her involvement in the BTP?

22% A significant proportion
50% A moderate proportion
28% A small proportion
0% None

28

14. Did the training activities or prescriptions improve the teaching performance of the designated beginning teacher?

68% Yes 0% No 32% Not sure

29

15. During this school year, what problems did you have identifying those new teachers eligible for the 90 Day BTP and those eligible for the regular BTP?

_____

_____

_____

16. From your perspective as a BLA, what was the single most helpful experience/component of the BTP?

_____

_____

What was the least helpful experience/component?

_____

_____

17. Do you think that any aspect of the program needs improvement or revision?

44% Yes 56% No

If "Yes", identify the aspects which need the most improvement?

_____

_____

_____

18. From your perspective as a BLA, what were the positive outcomes "for you" from your participation in the BTP?

_____

_____

_____

CLASSROOM OBSERVATIONS OF DESIGNATED BEGINNING TEACHER

As indicated in the cover memo, please attach copies of the Teacher Assessment and Development System (TADS) CAI Post-Observation Report [MIS 22874/Rev.(09-83)] for the designated beginning teacher. The copies should include the evaluations of the <u>first classroom observation</u> and the <u>third classroom observation</u>. This information will be kept confidential.

APPENDIX F

OTHER PROFESSIONAL EDUCATOR SURVEY FORM

DADE COUNTY PUBLIC SCHOOLS
OFFICE OF EDUCATIONAL ACCOUNTABILITY
OTHER PROFESSIONAL EDUCATOR (OPE) SURVEY FORM
(N=33)

School_____ 1 2

1. How many years have you been an other professional educator (OPE) in the Beginning Teacher Program (BTP)?

21% One 3
36% Two
21% Three
21% Four

2. What types of orientation activities related to the Beginning Teacher Program (BTP) were made available to you? (Check all that apply)

97% Newsletter 4
82% Orientation tapes 5
58% Training tapes 6
33% 1/2 day training session (Nov 8, 1985) 7
73% Meeting with BTP staff at your work location 8
18% Other_____ 9
0% None 10
3% No orientation needed (Please Explain) 11

_____

_____

3. Do you feel that your orientation to the BTP adequately prepared you for participation in the program?

94% Yes 3% No 3% Not applicable 12

If "No" or "Not applicable", please explain.

_____

_____

_____

_____

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4. In general, how could your orientation to the BTP have been improved?

73% No improvements are necessary.

5. Are you thoroughly familiar with the 34 generic competencies that a beginning teacher is expected to demonstrate?

85% Yes 6% No 9% Not sure

6. To what extent did the designated beginning teacher improve in the following areas during the school year?

A. Preparation & Planning
19% No improvement needed

0% No improvement
9% A little improvement
28% Moderate improvement
44% Significant improvement

B. Knowledge of Subject Matter
56% No improvement needed

0% No improvement
9% A little improvement
22% Moderate improvement
13% Significant improvement

C. Classroom Management
23% No improvement needed

0% No improvement
23% A little improvement
23% Moderate improvement
32% Significant improvement

D. Techniques of Instruction
23% No improvement needed

0% No improvement
16% A little improvement
19% Moderate improvement
42% Significant improvement

E. Assessment Techniques
47% No improvement needed

0% No improvement
6% A little improvement
38% Moderate improvement
9% Significant improvement

F. Teacher-Student Relationship
53% No improvement needed

0% No improvement
13% A little improvement
19% Moderate improvement
16% Significant improvement

G. Professional Responsibilities

63% No improvement needed
3% No improvement
6% A little improvement
13% Moderate improvement
16% Significant improvement

21

7. From your perspective as an OPE, what were the positive outcomes for the designated beginning teacher from participation in the BTP?

_____

_____

_____

8. During the school year, what proportion of the designated beginning teacher's professional growth do you attribute to his/her involvement in the BTP?

25% A significant proportion
53% A moderate proportion
22% A small proportion
0% None

22

9. Did the training activities or prescriptions improve the teaching performance of the designated beginning teacher?

69% Yes 6% No 25% Not sure

23

10. From your perspective as an OPE, what was the single most helpful experience/component of the BTP?

_____

_____

What was the least helpful experience/component?

_____

_____

_____

Auth: MIS; Exp. Date: Apr. 30, 1986

11. Do you think that any aspects of the program needs improvement or revision?

53% Yes 47% No

24

If "Yes", identify the aspects which need the most improvement?

_____

_____

12. From your perspective as a OPE, what were the positive outcomes "for you" from your participation in the BTP?

_____

_____

_____

_____

_____

Auth: MIS; Exp. Date: Apr. 30, 1986

The School Board of Dade County, Florida adheres to a policy of nondiscrimination in educational programs/activities and employment and strives affirmatively to provide equal opportunity for all as required by:

Title VI of the Civil Rights Act of 1964 - prohibits discrimination on the basis of race, color, religion, or national origin.

Title VII of the Civil Rights Act of 1964, as amended - prohibits discrimination in employment on the basis of race, color, religion, sex, or national origin.

Title IX of the Education Amendments of 1972 - prohibits discrimination on the basis of sex.

Age Discrimination Act of 1967, as amended - prohibits discrimination on the basis of age between 40 and 70.

Section 504 of the Rehabilitation Act of 1973 - prohibits discrimination against the handicapped.

Florida Educational Equity Act - prohibits discrimination on the basis of race, sex, national origin, marital status or handicap against a student or employee.

Veterans are provided re-employment rights in accordance with P.L. 93-508 (Federal) and Section 295.07, Florida Statutes, which also stipulates categorical preferences for employment.